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ABSTRACT

A partial immersion bilingual (English-Ukrainian) program which included Grades 1 to 3 was examined to determine: (1) the program students' achievement in mathematics, English and Ukrainian; (2) the attitudes of parents and program personnel toward the program; (3) the program students' level of cognitive development; and (4) reasons students left the program. Six tests of cognitive and linguistic development were individually administered to 12 children in regular classes, 12 fluently bilingual program children and 12 nonfluent program children in grades 1 and 3. The performance of the nonfluent bilingual program first and third grade children was similar to that of the regular students on five of the tasks. On the sixth, the Semantic-Phonetic Preference test, the first grade nonfluent bilingual children made fewer semantic choices. The fluently bilingual children in both grades 1 and 3 were better able to analyze ambiguities in sentence structure than either the nonfluent bilinguals or the regular students. On the other five tasks, there was no significant difference between the fluent bilinguals and the other two groups. In general, the majority of the teachers and administrators thought the program objectives were appropriate, considered the program a success, and wished to see it continue. Parent attitudes were also positive. (Author/JAC)

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EVALUATION OF THE BILINGUAL (ENGLISH-UKRAINIAN) PROGRAM 1976 - 77

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EDMONTON PUBLIC SCHOOLS

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Abstract

A partial immersion bilingual (English-Ukrainian) program was introduced at the Grade 1 level in September 1974 by the Edmonton Public School Board. By September 1976 the program included Grades 1 to 3. An evaluation of this program was conducted to determine a) the program students' achievement in mathematics, English and Ukrainian, b) the attitudes of parents and program personnel toward the program, c) the program students' level of cognitive development, and d) reasons students leave the program.

Standardized achievement tests were given in the spring both to the bilingual program and regular students in the bilingual program schools in Grades 1 to 3. The pupils in the bilingual program are achieving at or above their grade level in the English language arts. Although there may be a lag in the development of mathematical skills in Grade 1 there is no evidence of a lag by the end of Grade 2.

Pre and posttest results on a measure of Ukrainian language skills indicated that the program pupils in the three grades are acquiring a degree of proficiency in the Ukrainian language.

On a questionnaire sent out in the spring, parents and teachers reported that the program pupils are developing a greater appreciation of Ukrainian culture.

A large majority of the parents also reported that they were pleased with the 50-50 split between English and Ukrainian instructional time, the Parent's Bulletin and the objectives of the program.

Although the majority of parents thought they had received "adequate information" on their child's progress in the Ukrainian language, there had been enough special events and their child had had adequate access to Ukrainian language materials, a large number (approximately 30%) wanted to see more information, more special activities and more language materials.

Several parents expressed concern about multigrade classes and transportation.

A large number of parents expressed some interest in beginning or intermediate Ukrainian classes for parents.

In general, most of the parents reported they and their child were happy their child was in the bilingual program and over 92% wished to see the program continue as is or with slight changes.

All the teachers reported attending at least one inservice during the year. Most found the inservices helpful and thought more were needed. They also thought more Ukrainian language materials were needed. For a variety of reasons over half of the teachers had not used the report form developed to record pupils' progress in the Ukrainian language. The Grade 3 teachers thought there were too many new concepts to be introduced in both English and Ukrainian to be adequately covered in one year. Several teachers expressed concern about multigrade classes.

Most of the school administrators expressed concern over the problems created by the comparatively small enrolment in the bilingual classes. Two principals also thought there were problems with curriculum development and transportation.

In general, the majority of the teachers and administrators thought the program objectives were appropriate and being achieved, felt the bilingual classes were an integral part of the school, considered the program a success and wished to see it continue.

Six tests of cognitive and linguistic development were individually administered to 12 children in regular classes, 12 fluently bilingual program children and 12 nonfluent program children in Grades 1 and 3. The performance of the nonfluent bilingual program Grade 1 and 3 children was similar to that of the regular students on five of the tasks. On the sixth, the Semantic-Phonetic Preference test, the Grade 1 nonfluent bilingual children made fewer semantic choices. The fluently bilingual children in both Grades 1 and 3 were better able to analyze ambiguities in sentence structure than either the nonfluent bilinguals or the regular students. On the other five tasks there was no significant difference between the fluent bilinguals and the other two groups.

Of the 21 children who started in the bilingual program in Grade 1, 1974 but had left it before the end of Grade 3, one third had transferred to the bilingual program in the Edmonton Catholic Schools, one third had left Edmonton, one sixth left because of academic difficulties and one sixth left for personal reasons such as transportation problems.

Implications for Action

1. The bilingual program should be continued.

2. The Grade 3 curriculum should be reviewed with a view to reducing the content expectations.

3. Consideration should be given to ways of solving the problems created by small enrollment in the bilingual program classes. Suggested solutions are a) staff the bilingual program classes independently such that they have no impact on student/teacher ratios in the other classes, b) provide transportation for students whose neighborhood schools do not offer the bilingual program, c) relax entrance requirements so that students can enter the program after Grade 1, and d) publicize the bilingual program more extensively.

4. Additional teaching materials and curriculum outlines should be developed for the bilingual program.

5. Additional inservice training for the bilingual program teachers should be provided.

6. Consideration should be given to ways of reducing parental and teacher dissatisfaction with multigrade classes.

7. Solutions to transportation problems should be considered.

8. The Continuing Education Centre should offer both Beginning and Intermediate Ukrainian as "Request Courses" for parents with children in the bilingual program.

I. INTRODUCTION

A. Description of the Bilingual (English-Ukrainian) Program

In September 1974 the Edmonton Public School Board introduced a bilingual (English-Ukrainian) program at the kindergarten and Grade I levels. In 1975 the program was extended to Grade 2 and in 1976 to Grade 3. In Grades 1, 2 and 3 50% of instructional time was to be conducted in English, the other 50% in Ukrainian. Arithmetic, English language arts and science were to be taught in English, whereas social studies, physical education, Ukrainian language skills, art and music were to be taught in Ukrainian. Ukrainian culture and language were to receive equal emphasis.

Specifically, the objectives for pupils in Grades 1 to 3 of the bilingual program were:

1. The pupils will follow the English language curriculum in language arts, mathematics and science and will achieve at or above the average for their grade level in each of these areas.

2. In Grade 1 the pupils will learn oral Ukrainian through the presentation of language arts, social studies, music, art and physical education programs in the Ukrainian language. In Grade 2 the pupils' listening and speaking skills in Ukrainian will be further developed and Ukrainian reading and writing skills will be introduced. In Grade 3 there will be an extension of the students' speaking and listening skills in Ukrainian. Reading and writing skills will be further developed along with the introduction of spelling and creative writing in Ukrainian.

3. Pupils will develop a greater appreciation of the Ukrainian culture.

4. The pupils and their parents will have positive feelings about the participation of the pupils in the program.

B. Purpose of the Evaluation

An annual evaluation of the bilingual program was requested by the Department of Education as an integral part of the first five years of the program. This, the third year of the ongoing evaluation, will assess to what extent the four objectives are being achieved in Grades 1, 2 and 3 and determine what modifications should be made in the program.

Specifically, since 1974 the evaluation procedures have been addressed to the following four questions:

1. Are the pupils in the program achieving at or above their grade level in English language arts and mathematics?

2. To what extent are the pupils acquiring skills in the Ukrainian language?

3. Are the students developing an appreciation of the Ukrainian culture?

4. What are the attitudes and perceptions of the pupils, their parents, their teachers and their school administrators toward the program?

This year, under the direction of Dr. J. Cummins and Dr. R. Mulcahy, University of Alberta, an additional component was included which was designed to examine whether participation in the bilingual program affected children's conceptual and linguistic development.

Also, the question of why some students have left the program since its inception was briefly examined.

II. METHOD

A. Subjects

Information relevant to the evaluation of the program was obtained from the following:

1. students in Grades 1, 2 and 3 of the bilingual program (81 - Grade 1, 50 - Grade 2, 52 - Grade 3);
2. all students in regular Grade 1, 2 and 3 classes in schools which offered the program;
3. control students matched with bilingual program students who were selected in 1974 and are presently in Grade 3 in the EPS system (43);
4. parents of children in the program (183);
5. ten teachers of children in the program (5 - Grade 1, 1 - Grade 2, 1 - Grade 3, 3 - combined Grade 2 and 3);
6. principals (5) and assistant principals (5) of the schools which offered the program.

1. Grade 1 Program Students

Description of the 81 Grade 1 program students is given in Tables 1 - 4.

TABLE 1

NUMBER OF GRADE 1 PUPILS IN THE BILINGUAL PROGRAM AT EACH SCHOOL 1976-77

School	Number of Students	
	October	April
Delwood	24	24
Holyrood	10	10
Northmount	17	17
Rio Terrace	6	10
Rundle	21	20
Total	78	81

TABLE 2

DESCRIPTION OF GRADE 1 BILINGUAL PROGRAM STUDENTS 1976-77

Variable	Range	Mean	Standard Deviation
Age as of Sept. 1, 1976	5.6-7.3 years	6.2 years	.3
Socioeconomic Status[1]	16-74	47.2	12.1
Metropolitan Readiness Test (raw score)	45-93	71.9	11.9

[1] SES was determined on the basis of the Occupational Prestige scores by occupational classes developed by P. Pineo and J. Porter (Pineo, P. and Porter, J., Occupational Prestige in Canada, The Canadian Review of Sociology and Anthropology, 1967, 4(1), 21-40.)

Any occupation not included on the Pineo-Porter scale were rated by two independent judges using the Pineo-Porter scale as a reference. If there was a difference of ≤ 5 points between the two ratings, the average of the two ratings was considered the SES value for a particular occupation. If there was more than a 5 point difference, the occupation was not given a SES value. The possible range of scores is 1 to 100.

The statistics for SES are from the May 1977 parent questionnaire. (See Appendix B.) Sixty-one of the occupations could be rated.

TABLE 3

LANGUAGE BACKGROUND OF GRADE 1 BILINGUAL PROGRAM SUBJECTS[1] 1976-77

Language Characteristic	Number	Percentage
1) Parents have some knowledge of Ukrainian[2]		
- the mother only	12	17.9
- the father only	15	22.4
- both parents	22	32.8
- neither parent	17	25.4
- mother has knowledge of Ukrainian, information on father missing	1	1.5
2) Parents speak Ukrainian fluently[3]		
- the mother only	7	10.4
- the father only	16	23.9
- both parents	18	26.9
- neither parent	26	38.8
3) Parents can read and write Ukrainian[4]		
- the mother only	7	10.4
- the father only	3	4.5
- both parents	6	9.0
- neither parent	51	76.1

[1]The information on language background is taken from the May 1977 parent questionnaire (see Appendix B.) Sixty-seven of the 81 Grade 1 parents answered this question.

[2]A parent was considered to have some knowledge of the Ukrainian language if he/she obtained a score of ≥ 6 on the questions pertaining to the reading, speaking or writing of Ukrainian (maximum possible 15).

[3]A parent was considered fluent in Ukrainian if he/she obtained a score of ≥ 4 on the question pertaining to speaking Ukrainian (maximum possible 5).

[4]A parent was considered to be able to read and write Ukrainian if he/she obtained a score of ≥ 6 on the questions pertaining to the reading and writing of Ukrainian (maximum possible 10).

TABLE 4

ETHNIC ORIGIN OF GRADE 1 BILINGUAL PROGRAM STUDENTS[1] 1976-77

Ethnic Origin	Number	Percentage
Both parents are of Ukrainian origin	32	48.5
Mother is of Ukrainian descent, father is either of partial Ukrainian descent or has no Ukrainian background	9	13.6
Father is of Ukrainian descent, mother is either of partial Ukrainian descent or has no Ukrainian background	14	21.2
Either one or both parents are of partial Ukrainian descent	5	7.6
Neither parent is of Ukrainian origin	6	9.1

[1]The statistics for Table 4 are from the May, 1977 parent questionnaire. Sixty-six of the 81 Grade 1 parents responded to this question.

The majority of pupils in Grade 1 of the bilingual program have parents who can speak Ukrainian to some extent. Most of the parents however are not able to read or write Ukrainian easily. Of the 24% of the parents who are literate in Ukrainian most can read either printed Ukrainian script or both written and printed script.

2. Grade 2 and 3 Program Students

TABLE 5

NUMBER OF GRADE 2 PUPILS IN THE BILINGUAL PROGRAM AT EACH SCHOOL 1976-77

School	Number of Students	
	October	April
Delwood	16	15
Holyrood	3	4
Rio Terrace	9	9
Rundle	24	22
Total	52	50

TABLE 6

NUMBER OF GRADE 3 PUPILS IN THE BILINGUAL PROGRAM AT EACH SCHOOL 1976-77

School	Number of Students	
	October	April
Delwood	14	14
Holyrood	10	8
Rio Terrace	11	11
Rundle	19	19
Total	54	52

The Grade 2 and 3 bilingual program students were described in detail with respect to age, socioeconomic status, Metropolitan Readiness Test Scores, I.Q., ethnic origin and Ukrainian linguistic background in the 1975 and 1976 Edmonton Public School Board evaluation reports.

3. Control Students

In the three grades the bilingual program students were compared to all the students in the same grade of the regular program in the bilingual program schools on the basis of reading and mathematics achievement test results. The Grade 1 students were also compared on Metropolitan Readiness Test scores and the Grade 3 students were compared on the results of the Canadian Cognitive Abilities Test.

In addition, the Grade 3 bilingual program students were compared with matched control subjects who had been chosen in October 1974 on the basis of sex, Metropolitan Readiness Test scores, Ukrainian language skills of the parents and socioeconomic status. These control students have Ukrainian surnames and could attend schools which do not offer the bilingual program. Originally two controls had been chosen for each bilingual program student and in cases where both controls were still in the Edmonton Public School System in 1977, one of them was randomly selected.

Drs. Cummins and Mulcahy established a third set of comparison subjects (see Appendix A). Twelve Grade 1 and 12 Grade 3 bilingual program pupils, selected on the basis of extent of Ukrainian usage in the home and teacher's ratings of Ukrainian speaking skills, composed the fluent bilingual group.

The fluently bilingual sample was matched on I.Q. (Raven's Progressive Matrices), SES, sex and age with a non-fluent group (i.e., children in the same classes who had little or no Ukrainian at home and whose Ukrainian speaking skills were rated less than 3 by their teacher) and a unilingual group attending the regular classes in the same school.

B. Instruments and Procedures

The instruments and procedures used are discussed in terms of the six major questions to which the evaluation is addressed.

1. Are the pupils in the program achieving at or above the average for their grade level in the English language arts and mathematics?

In May and June, 1977, two achievement tests developed by the EPSB, the Elementary Reading Test and the Elementary School Mathematics Survey were administered to all the Grade 1, 2 and 3 students in the program schools. In order to compare the achievement of the regular students and the bilingual program students in the same grade a t-test for independent samples was performed on the raw scores.

The Grade 1 students were also compared on the basis of Metropolitan Readiness Test scores (administered in September 1975) and the Grade 3 students were compared on the results of the Canadian Cognitive Abilities Test. With the independent t-tests, since the sample sizes were so discrepant, an F test of the sample variances was performed. If the variances differed significantly a t value based on the separate variance estimate for $\sigma_{\bar{D}}^2$ was used. If the variances were not significantly different, a t value based on the pooled variance estimate for $\sigma_{\bar{D}}^2$ was used. (Nie, H., Hull, H., Jenkins, J., Steinbrenner, I. and Brent, D. Statistical Package for the Social Sciences. MacGraw-Hill, 1975, pg. 270.)

In order to compare the achievement of the Grade 3 bilingual program students and their matched controls, a t-test for dependent samples was performed on their reading, mathematics and cognitive abilities scores.

An analysis of covariance with program as the factor and Metropolitan Readiness scores as the covariate was also performed on the Grade 1 reading and mathematics results.

In order to investigate the possibility that children of lower academic ability might experience greater difficulty in a bilingual situation than they would in the regular program, the Grade 1 bilingual program and regular students were divided into three ability levels on the basis of Metropolitan Readiness scores. An analysis of variance with ability level and program as the factors was performed on the reading and mathematics scores.

2. To what extent are the pupils acquiring skills in the Ukrainian language?

In September, 1976, and again in May, 1977, the Ukrainian Language Skills Test was administered to all Grade 1, 2 and 3 bilingual program students by the class teachers and a Ukrainian language tester. This test, developed by program personnel from the Edmonton Public and Edmonton Catholic School Boards with the assistance of an Edmonton Public School Board test consultant (see Appendix E), examined oral expression and oral comprehension in all three grades. The tests for Grades 2 and 3 also included reading and writing components.

A t-test for dependent samples was used to compare pre and posttest results.

3. Are the students developing an appreciation of the Ukrainian culture?
4. What are the attitudes and perceptions of the pupils, their parents, their teachers and their school administrators toward the program?

Questionnaires developed by the Edmonton Public School Board Research and Evaluation Department and designed to assess pupils' appreciation of Ukrainian culture and attitudes toward the program, were sent to program personnel and all program parents.

5. Does attendance in the bilingual program affect the pupils' conceptual and linguistic development?

Between March and June, 1977, tests of Word Association, Semantic-Phonetic Preference, Verbal Transformation Effect, Class Inclusion, Ambiguities and the Arbitrariness of Language were individually administered to the three groups of subjects selected by Drs. Cummins and Mulchay (see Appendix A).

6. Why do students leave the bilingual program?

The names of students who began in Grade 1 of the bilingual program in 1974, but who were no longer enrolled in January 1977 were sought in the student records of all children enrolled in Grades 2 or 3 with the EPSB. The names of those children who could not be located were sent to the ECSB to see if any were enrolled there in Grade 3 of the bilingual program. The parents of children who were found to be in the regular program in Grade 3 with the EPSB were phoned and asked when and why their child withdrew from the bilingual program.

III. RESULTS

A. Achievement in the English Language Curriculum

1. Grade One

Since an independent t-test on the Metropolitan Readiness results indicated that the Ukrainian Grade 1 bilingual program students were of significantly higher academic readiness than the regular Grade 1 students ($t = 3.06$, $df = 307$, $p = 0.002$), an analysis of covariance was performed on the reading and mathematics scores with Metropolitan scores as the covariate.

No significant difference was found between the bilingual program and regular students on either the decoding skills or comprehension components of the reading tests. However, the mathematics scores of the bilingual program students were significantly lower ($F = 107.7$, $p = .001$). (See Table 7).

TABLE 7

COMPARISONS OF BILINGUAL PROGRAM AND REGULAR GRADE 1 STUDENTS ON ELEMENTARY READING, ELEMENTARY MATHEMATICS SURVEY AND METROPOLITAN READINESS TESTS 1976-77

Variable	Mean	Maximum Possible	SD	n
Elementary Reading - Decoding Skills		70		
Bilingual Program	60.4		6.5	67
Regular Program	57.3		10.3	251
EPSB System - 1977	57.4		10.5	
Elementary Reading - Comprehension		70		
Bilingual Program	47.0		11.5	67
Regular Program	44.8		13.7	251
EPSB System - 1977	45.1		14.3	
Elementary Mathematics		60		
Bilingual Program	53.0		6.5	67
Regular Program	55.0		5.6	251
EPSB System - 1977	53.5		6.8	
Metropolitan Readiness		102		
Bilingual Program	71.8		11.9	65
Regular Program	66.2		13.6	244
EPSB System - 1977	64.7		14.5	

The Grade 1 students were then divided into three ability levels on the basis of Metropolitan Readiness Test scores, such that "low ability" was defined as Metropolitan Readiness scores ranging from 45-54, "medium ability" was scores 55-75 and "high ability" was scores 76-95. Since there were few bilingual program students who scored poorly on the Metropolitan Readiness Test in relation to EPSB standards, the "low ability" group contained only eight bilingual program students.

An analysis of variance with ability level and program as the factors showed no significant program-ability interaction effect[1] for either component of the reading test or the mathematics test. This would imply that a child of lower ability would not have more difficulty in the bilingual program than a child of equal ability in the regular program. However, caution is needed in interpreting these results since there were only eight children in the low ability group.

2. Grade Two

When compared with the Grade 2 students in regular classes on achievement in reading and mathematics, the bilingual program pupils were significantly superior in decoding skills ($t = 2.7$, $df = 88.3$, $p < .01$) and also in mathematics ($t = 2.1$, $df = 251$, $p < .05$). The comprehension scores of the two groups did not differ significantly (see Table 8).

TABLE 8

COMPARISONS OF BILINGUAL PROGRAM AND REGULAR GRADE 2 STUDENTS ON ELEMENTARY READING AND ELEMENTARY MATHEMATICS SURVEY TEST 1976-77

Variable	Mean	Maximum Possible	SD	n	df	t-value
Elementary Reading - Decoding Skills		70				
Bilingual Program	64.7		5.2	49	88.3	2.7*
Regular Program	62.3		6.6	212		
EPSB System - 1977	61.8		7.4			
Elementary Reading - Comprehension		70				
Bilingual Program	53.3		10.6	49	259	1.5
Regular Program	50.7		11.5	212		
EPSB System - 1977	50.2		12.3			
Elementary Mathematics		60				
Bilingual Program	53.7		5.9	49	251	2.1**
Regular Program	51.8		5.5	204		
EPSB System - 1977	51.5		7.4			

* $p = .007$
** $p = .037$

3. Grade Three

A t-test for independent samples performed on the reading and mathematics scores of the Grade 3 bilingual program students and all Grade 3 students in regular classes indicated that there was no significant difference between the two groups on either test (see Table [illegible],

[1] A program-ability interaction effect would mean that children of a certain ability level would be affected in one way by the type of program they were in, whereas children of another ability level would be affected in another way by that type of program. An example of such an interaction effect would be the case in which gifted children in a bilingual situation did as well or better than gifted children in the regular program, but less able students in a bilingual class did more poorly than students of equivalent ability in the regular program. However, this did not happen.

TABLE 9

COMPARISONS OF BILINGUAL PROGRAM AND REGULAR GRADE 3 STUDENTS ON ELEMENTARY READING AND ELEMENTARY MATHEMATICS SURVEY TESTS 1976-77

Variable	Mean	Maximum Possible	SD	n	df	t-value
Elementary Reading - Decoding Skills		63				
Bilingual Program	50.0		5.8	51	289	0.7
Regular Program	49.3		6.5	240		
EPSB System - 1977	48.1		7.3			
Elementary Reading - Comprehension		77				
Bilingual Program	54.6		10.7	51	289	0.0
Regular Program	54.6		11.7	240		
EPSB System - 1977	53.5		12.5			
Elementary Mathematics		60				
Bilingual Program	45.5		7.0	49	84.3	1.9
Regular Program	43.3		9.0	236		
EPSB System - 1977	46.2		10.2			

When the bilingual program students were also compared to the regular students on the basis of Canadian Cognitive Abilities Test scores no difference was found between the two groups on either verbal or nonverbal I.Q. (See Table 10.)

TABLE 10

COMPARISON OF GRADE 3 BILINGUAL PROGRAM AND REGULAR STUDENTS ON THE CANADIAN COGNITIVE ABILITIES TEST 1976-77

Variable	Mean	SD	n[1]	df	t-value
Verbal I.Q.					
Bilingual Program	109.8	10.7	41	77.3	1.1
Regular Program	107.6	14.8	187		
Nonverbal I.Q.					
Bilingual Program	107.2	13.7	41	226	1.7
Regular Program	103.1	15.0	187		

[1] The test was not administered to the bilingual class at Rio Terrace, so the analysis includes data only from Delwood, Holyrood and Rundle schools.

In addition, correlated t-tests were used to compare the reading, mathematics and cognitive scores of the Grade 3 bilingual program students and their matched Grade 3 control students of Ukrainian heritage in the EPS system. No significant difference was found between the two groups on any of the three tests. (See Table 11.)

TABLE 11

COMPARISONS OF GRADE 3 BILINGUAL PROGRAM AND MATCHED CONTROL STUDENTS ON ELEMENTARY READING, ELEMENTARY MATHEMATICS SURVEY AND CANADIAN COGNITIVE ABILITIES TESTS 1976-77

Variable	Mean	SD	n	df	t-value
Elementary Reading - Decoding Skills					
Bilingual Program	50.2	5.6	43	42	-0.4
Control Students	50.5	6.1	43		
Elementary Reading - Comprehension					
Bilingual Program	55.1	9.7	43	42	-0.5
Control Students	55.9	11.0	43		
Elementary Mathematics					
Bilingual Program	46.0	6.0	42	41	1.2
Control Students	44.3	8.9	42		
Canadian Cognitive Abilities - Verbal I.Q.					
Bilingual Program	109.9	10.4	35	34	-0.8
Control Students	111.7	13.0	35		
Canadian Cognitive Abilities - Nonverbal I.Q.					
Bilingual Program	107.4	13.4	35	34	1.1
Control Students	104.3	16.9	35		

4. Comparison With the 1974-75 and 1975-76 Evaluations

In the first year of the study, the Grade 1 bilingual program students showed weakness in one of the English reading subtests, Word Study Skills. However by the end of the second year those students were superior to the regular students on that same subtest and the Grade 1 pupils were superior to the regular students on two of the four reading subtests.

A new reading test was introduced this year, so longitudinal direct comparisons between subtests can no longer be made. However, overall the bilingual program students are still achieving at least as highly as regular students on the reading test.

Each year the Grade 1 bilingual program students have shown a slight weakness in mathematics. However, if in fact the bilingual program students do suffer from an initial lag in this subject it is only temporary since both last-year and this year the Grade 2 bilingual program pupils were superior in mathematics and this year the Grade 3 students are on par with children in the regular program. It should also be noted that the lag in mathematics has not been exhibited by all the bilingual program Grade 1 classes; both this year and last only one or two classes accounted for the difference between the regular and bilingual programs.

B. Achievement in Ukrainian Language Skills

1. Grade One

The t-test for dependent samples between the pretest scores in September and the posttest scores in May on the Ukrainian Language Skills Test Grade 1 showed a significant improvement ($t = 12.47$, $p < .001$). The mean of the pretest was 43.9 and of the posttest was 68.0 (maximum possible score - 90). (See Table 12.)

TABLE 12

COMPARISONS OF PRE AND POSTTEST SCORES ON THE UKRAINIAN LANGUAGE SKILLS TEST - GRADE 1 1976-77

Subtest	Pretest Mean	Pretest SD	Posttest Mean	Posttest SD	Total Possible Score
1. Listening Comprehension	13.6	4.1	16.9	2.6	20
2. Listening Comprehension	7.3	2.4	8.9	1.4	10
3. Listening Comprehension Stories	3.2	2.9	6.4	2.5	10
4. Naming, Comparison with Listening Comprehension	5.5	3.3	8.8	1.7	10
5. Naming, Nouns	5.2	3.9	9.7	2.6	14
6. Naming, Action Pictures	1.6	2.1	3.5	1.8	6
7. Responding to Pictures	4.2	2.7	5.8	2.0	10
8. Following Instructions	6.0	3.4	7.9	2.1	10
TOTAL	47.4	22.7	68.0	13.9	90

The gains in Ukrainian language skills may reflect classroom learning or they could be a function of other variables which operate independently of the classroom bilingual experience. Variables, such as school readiness skills, mother's fluency in Ukrainian and father's fluency in Ukrainian, which could have an effect on second language learning were examined as possible predictors of posttest scores.

Metropolitan Readiness scores and both the mother's and father's knowledge of Ukrainian were significantly correlated to both pre and posttest scores on the Ukrainian Language Skills Test ($p<.001$). (See Table 13.)

TABLE 13

CORRELATIONS OF UKRAINIAN LANGUAGE SKILLS RESULTS WITH VARIABLES RELATED TO SECOND LANGUAGE LEARNING 1976-77

Related Variable	Pearson r - Pretest Scores	Pearson r - Posttest Scores	n
Metropolitan Readiness Test Scores	0.39*	0.42*	78
Mother's Knowledge of Ukrainian	0.54*	0.51*	66
Father's Knowledge of Ukrainian	0.44*	0.37*	65

*p< .001

The effect of [illegible] attendance in a Ukrainian kindergarten was examined using [illegible] measures analysis of variance. Although the students who attended Ukrainian kindergarten scored higher on both the Ukrainian Language Skills pre and posttest, the difference between those who attended and those who had not was not statistically significant [illegible].

It should be noted that the students who entered the Grade 1 bilingual program with the experience of Ukrainian kindergarten had some, albeit limited, knowledge of the Ukrainian language (see Table 14).

No significant difference between those who attended Ukrainian kindergarten and those who did not on the Metropolitan Readiness Test (see Table 14) rules out the possibility that parents enrolled only more able students in Grade 1 of the bilingual program if the child had not attended Ukrainian kindergarten.

TABLE 14

COMPARISON OF PUPILS WHO ATTENDED UKRAINIAN KINDERGARTEN WITH PUPILS WHO DID NOT ON THE UKRAINIAN LANGUAGE SKILLS AND METROPOLITAN READINESS TESTS 1976-77

Type of Pupil	Ukrainian Language Skills					Metropolitan Readiness Test		
	Pretest Mean	S.D.	Posttest Mean	S.D.	n	Mean	S.D.	n
Attended Ukrainian Kindergarten	49.6	21.4	69.1	12.9	64	70.1	12.2	63
Did Not Attend Ukrainian Kindergarten	39.1	26.1	63.8	16.8	17	71.1	10.9	15

2. Grade Two

There was a significant improvement between the pre and posttest scores on the Ukrainian Language Skills Test - Grade 2 ($t = 18.94$, $p < .001$). The mean of the pretest was 45.1 and of the posttest was 103.0 (maximum possible score 137). (See Table 15.)

TABLE 15

COMPARISON OF PRE AND POSTTEST SCORES ON THE UKRAINIAN LANGUAGE SKILLS TEST - GRADE 2 1976-77

Subtest	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Total Possible Score
Warm Up Review	9.0	1.6	9.7	0.8	10
Review - Stories	2.6	1.3	3.7	0.7	4
Selecting Action Pictures	4.0	1.9	5.1	1.2	6
Listening With Comprehension	6.0	2.4	8.2	1.6	10
Stories	5.9	2.3	8.2	2.0	10
Beginning Sounds	0.9	1.6	2.9	1.8	6
Beginning & Ending Sounds	0.7	1.3	3.7	1.8	6
Naming	5.8	4.8	12.0	4.2	20
Responding to Pictures	4.6	3.1	8.3	1.7	10
Oral Conversation	2.1	1.9	4.1	1.3	5
Oral Reading	1.6	4.4	16.1	5.1	20
Writing	1.1	3.3	14.1	4.0	20
Silent Reading	0.7	2.2	6.9	2.6	10
Total	45.1	25.1	103.0	21.6	137

3. Grade Three

The posttest scores on the Ukrainian Language Skills Test - Grade 3 were significantly higher than the pretest scores ($t = 4.52$, $p < .001$). The overall mean of the pretest was 49.7 and of the posttest was 91.8. (Maximum possible score 140.) (See Table 16.)

TABLE 16

COMPARISON OF PRE AND POSTTEST SCORES ON THE
UKRAINIAN LANGUAGE SKILLS TEST - GRADE 3 1976-77

Subtest	Pretest Mean	Pretest S.D.	Posttest Mean	Posttest S.D.	Total Possible Score
Beginning Sounds	2.6	1.9	3.3	1.7	6
Beginning & Ending Sounds	3.2	1.9	4.5	1.7	6
Silent Reading	5.3	2.3	7.1	1.4	8
Listening Comprehension	4.5	3.4	7.3	2.2	10
Oral Reading	9.2	7.9	16.0	7.6	20
Sequencing	1.4	1.8	2.9	2.2	6
Synonyms	5.0	4.5	8.1	4.3	12
Prepositions and Pronouns	2.2	2.3	4.0	2.2	6
Silent Reading - Details	2.7	2.5	4.6	2.2	6
Silent Reading - Main Idea	2.0	1.9	3.4	2.0	6
Writing - Words and Phrases	2.1	2.7	4.6	3.5	10
Writing - Sentences	0.4	1.0	2.0	1.8	6
Writing - Riddles	1.0	1.7	2.5	2.2	6
Writing - Nouns & Verbs	1.0	1.5	2.7	2.1	6
Writing - Responding to Pictures	2.3	2.1	3.7	1.9	6
Oral Expression	4.8	5.9	15.2	7.6	20
Total	49.7	38.5	91.8	40.6	140

In summary, pupils in all three grades of the bilingual program acquired and improved skills in the Ukrainian language over the course of the year.

C. Appreciation of Ukrainian Culture

The majority of parents (90% - Grade 1, 69% - Grade 2, 92% - Grade 3) and eight of the nine program teachers who responded to the questionnaire felt that the pupils were developing an appreciation of Ukrainian culture as a result of being in the bilingual program.

An overwhelming majority of the parents in all three grades reported that they were aware of their child's growing appreciation of the Ukrainian culture because their child sang Ukrainian songs at home, brought home examples of Ukrainian art work and talked about Ukrainian stories they had heard at school. Also, this year over 92% of the parents had attended a Ukrainian play or concert in which their child participated.

In all three grades the majority of parents (66% - Grade 1, 56% - Grade 2) 68% - Grade 3) thought that Ukrainian culture should be given as much emphasis as Ukrainian language. A significant number of parents (27% - Grade 1, 39% - Grade 2, 29% - Grade 3) however, thought that the Ukrainian language should be emphasized. Although most of the parents said they considered knowledge of Ukrainian culture to be important to their child's education, during the year less than half of them had taken their child to any of the Ukrainian cultural events in Edmonton.

Seven of the nine teachers reported that they gave equal emphasis to Ukrainian language and to culture. When asked what they taught as Ukrainian culture, all the teachers said they had given highest priority to Ukrainian religious traditions and singing and spent little or no time on the traditions of present day Ukraine or the history of early Ukrainian settlers in Canada.

For the most part parents appeared not to have strong feelings about what was to be taught as Ukrainian culture for they considered all of the following subject areas appropriate for Grades 1, 2 and 3 of the bilingual program: Ukrainian music (singing, dancing), Ukrainian art (including embroidery, Easter egg writing), Ukrainian religious traditions (celebrations at Christmas and Easter), Social Studies (study of early Ukrainian settlers in Canada), social studies (references to Ukraine as the country of origin of the Ukrainian people, e.g., customs, traditions), Ukrainian literature (poems, verses, e.g., Taras Shevchenko), Ukrainian folklore (e.g., fairy stories, myths).

Several parents and teachers suggested that the following topics be included in the curriculum: Ukrainian dancing (three parents, one teacher), the role of the Ukrainian community in Canada today (three parents, two teachers), history of the Ukrainian people (three parents, four teachers), Ukrainian foods (two parents, one teacher), Ukrainian costumes (three parents, one teacher). Four parents felt that the social studies program should put more stress on Canadian culture and the understanding of other cultures than Ukrainian.

D. Attitudes Toward the Bilingual Program

Program parents, teachers and administrators completed questionnaires on their perceptions of the program. Nine of the ten teachers, all the administrators, 67 of the 81 Grade 1 parents (82%), 39 of the 50 Grade 2 parents (78% and 38 of the 52 Grade 3 parents (73%) returned their questionnaires.

1. Appropriateness of the Objectives of the Bilingual Program

The majority of Grade 1 parents thought the four stated objectives were "appropriate".

The Grade 2 and 3 parents, since they had been asked to comment on the appropriateness of the objectives last year, were not asked to do so again this year.

The objectives concerning the appreciation of Ukrainian culture and the positive feelings of the parents and pupils were considered "appropriate" by all the teachers. However several teachers considered the objectives dealing with achievement in the English language curriculum (three teachers) and Ukrainian language development (one teacher) "inappropriate". All principals and assistant principals considered the four objectives "appropriate".

2. Extent to Which Bilingual Program Objectives Are Being Met

a) Parents

The overwhelming majority of Grade 1 parents felt that the four stated objectives were being "achieved". Although the Grade 2 and 3 parents were not directly asked to rate the achievement of the program objectives, it can be inferred that most felt the four objectives were achieved since the majority reported that they were satisfied with their child's progress in English and mathematics and in their understanding, speaking, reading and writing of Ukrainian. They also felt their child was developing an appreciation of the Ukrainian culture and both they and their child were happy they were part of the bilingual program.

b) Teachers and Administrators

All administrators and six teachers thought that the students had both acquired skills in the Ukrainian language and covered the regular English and mathematics curriculum. Three teachers considered the goals in these areas only partially achieved. Eight teachers and seven administrators thought the students were developing an appreciation of the Ukrainian culture. This objective was judged only partially achieved by one teacher and three administrators. All teachers and administrators felt the fourth objective, that of parent and pupil satisfaction, was achieved.

3. Attitudes to Specific Aspects of the Program

a) Parents

i) Amount of Exposure to Ukrainian and Access to Ukrainian Materials

The majority of Grade 1 parents (82%) were content with the 50-50 split between English and Ukrainian instructional time. Eleven percent wanted more time in Ukrainian and 8% wanted less time.

In general, the amount of Ukrainian materials brought home by the Grade 1 pupils was judged "appropriate" by 71% of the parents and too little by the remainder. Over 80% of the Grade 2 and 3 parents felt their child had adequate access to materials designed to develop written Ukrainian language skills.

Four parents thought that more simple Ukrainian books should be available to the children and three others wished to see materials such as vocabulary lists, song sheets, and Ukrainian stories in Ukrainian and translated into English sent home so that the parents could work with their children.

ii) Special Activities

The majority of parents (48% - Grade 1, 69% - Grade 2, 47% - Grade 3) thought that there had been the right amount of special activities such as field trips and community visitors arranged for the program classes. However, no parents felt that there had been too many of these activities and a large number of parents felt there had been too few (38% - Grade 1, 28% - Grade 2, 45% - Grade 3). Four parents commented that they thought there had been no field trips.

Most of the parents (56% - Grade 1, 59% - Grade 2, 47% - Grade 3) reported that they were satisfied with the special activities that were offered.

Seven parents commented that they were very pleased with the concerts the children had participated in during the year. A number of parents made suggestions for future field trips. (See Appendix B.)

iii) Home-School Communications

- Evaluation of Pupil Progress

Most of the parents (67% - Grade 1, 72% - Grade 2, 74% - Grade 3) felt they were receiving an adequate amount of information regarding their child's progress in the Ukrainian language; the remaining parents felt that more information was needed.

- Parents' Bulletin

Parental response to the Parent's Bulletin, containing information on cultural traditions, the Ukrainian Bilingual Association and happenings in the bilingual classes, was positive. Over 95% of the parents reported having received copies of the bulletin and most found it "helpful" and "interesting", and wished to see it continue next year with an equal emphasis on cultural and bilingual program material.

- Parental Involvement

Many of the parents (47% - Grade 1, 31% - Grade 2, 50% - Grade 3) felt they had been involved with the bilingual program in some way during the school year. Although the majority did not wish to become more involved next year, 18 parents volunteered to help next year with field trips, preparation of materials, publicity, etc.

In summary, the communication between the school and home was considered good, but there is still some need for teachers to give the parents more information on their child's progress in Ukrainian language skills.

iv) Parents' Conversational Classes in Ukrainian

This year the conversational Ukrainian classes were not offered to parents with children in the bilingual program. When asked if they would attend beginning classes in Ukrainian if they were offered by the Centre for Continuing Education next year only seven parents said "definitely yes". Fifty-five said "yes, but only if the time and location were convenient" and 34 said "definitely no". When asked if they were interested in intermediate classes, six parents said "definitely yes", 37 responded "definitely no" and 37 indicated that they would be interested, "but only if the time and location were convenient".

b) Teachers

i) Professional Development

All the program teachers had attended some of the bilingual inservices offered; most found them helpful (two teachers commented that the "make and take session" had been particularly useful) and all felt more inservices were needed. They felt that the inservices should deal with topics that had practical classroom application such as:

- social studies
  - sample units (1)
  - preparation of materials and teacher resources (1)
  - social studies in Ukrainian (1)
- Ukrainian language and reading
  - teaching techniques (1)
  - grammar and conversation at different levels - have an expert in Ukrainian language such as Prof. Slavýtych to conduct workshop (2)
- art
  - develop units (1)
  - ideas for projects relating to special days or holidays (1)
- general
  - discussion of difficulties (3)
  - setting up of a resource center (1)
  - Ukrainian games (1)

When asked if they would attend inservices on a Saturday, four said "yes", two "no" and three "don't know".

Three of the teachers observed another bilingual (English-Ukrainian) class in operation. Two found it very helpful, and one considered it only somewhat useful.

ii) Amount of Exposure to Ukrainian

Five of the teachers reported that approximately 50% of instructional time was in Ukrainian and 50% was in English. One teacher used 60% Ukrainian and the other three used 40% Ukrainian and 60% English.

Most of the teachers said that they had "more or less" followed the program design which stated that Ukrainian language arts, social studies, music, art and physical education were to be taught in Ukrainian and English language arts, mathematics and science were to be taught in English. Four said they had used quite a bit of English in the social studies program because there were no textbooks in Ukrainian (1), some of the concepts and terminology were difficult (1) and there was too little time to achieve both the English and Ukrainian objectives (1). Some English was used in physical education in three classes. In one of these physical education was taught by an English teacher.

About half the teachers used some Ukrainian to teach mathematics, with the actual percentage of time in Ukrainian ranging from 1% to 50% in the different classes.

Three teachers commented that the amount of Ukrainian used in the class depended upon the knowledge of the children. In these classes the amount of Ukrainian used increased during the year.

Two teachers with split Grade 2-3 classes stated that less Ukrainian could be taught in a split class.

iii) Ukrainian Language Materials, Equipment and Classroom Facilities

Eight of the nine teachers felt that too few Ukrainian language materials were available to them. The other, a Grade 1 teacher, thought there were sufficient materials.

The teachers estimated that on the average they spent 4.8 to 5.2 hours per week preparing bilingual materials. (This time is not included in the 6.3 to 7.4 hours per week spent in lesson preparation.)

The materials available were considered not very useful by four of the teachers and somewhat to very useful by the others.

The teachers thought the following materials were needed:

- Ukrainian language arts
  - supplementary readers (2) other than fairy stories (1)
  - travelling library with Ukrainian reference books for teachers and readers for children (2)
  - materials to teach phonics (1)
  - workbooks (2)
  - teachers guidebook (2)
  - sample lessons and exercises (1)
  - pictures (1)
  - outline of language skills to be taught at each grade level (1)

- Social Studies
  - pictures of Ukrainian culture, e.g., customs, costumes, Easter eggs - both coloured pictures and ones to be duplicated (2)
  - sample units in Ukrainian (1)
  - development of topics (1)
- Art
  - Ukrainian ideas (1)
- General
  - pictures, tapes, films

Two teachers felt they needed a piano; one needed a record player and/or tape recorder and a fourth teacher would like a language lab in her classroom.

Reaction to the three Ukrainian readers was mixed. Tyt i Tam was used in all Grade 2 classes and one of the Grade 3 teachers used it for review. The teachers reported that their students found the book interesting and of appropriate difficulty. Two teachers said that it was not particularly helpful in developing reading skills; one teacher thought it was helpful and one did not respond to the question. Druizi was used in two of the Grade 2 classes and all the Grade 3 classes. The teachers did not agree on its interest value to their students. One judged it not particularly interesting, one rated it as "very interesting". Two teachers thought the book was very helpful to their students; one found it not particularly helpful and one teacher did not respond to the question. Shkola was used in three and possibly all four of Grade 3 classes. Only one teacher reported on the book, which she considered helpful, somewhat interesting, and of appropriate difficulty.

The following comments were made about the readers generally: no guidebook (1); do not like them because they use a sight approach (1); not sufficient for the whole reading program because it does not allow for development of reading vocabulary or of reading skills (1); good for supplemental reading only (1); illustrations could reflect a little more of the Ukrainian character (1); stories could be more interesting and thought provoking (1).

Most of the teachers felt that the school facilities available to their students were fair to excellent, although two felt they were "inadequate".

iv) Special Activities

All the bilingual program classes participated in a number of special activities during the year. They celebrated Ukrainian traditions at Christmas and Easter, were visited by the Shumka dancers, took part in a concert, visited a Ukrainian museum (5), went to Storyland Valley Zoo (1) and had visitors who spoke on Ukrainian designs (1), the life of a fireman (1), etc.

v) Home-School Communications

- Evaluation of Pupil Progress

A progress report form was developed this year to inform parents of their child's progress in Ukrainian language arts and social studies. When asked if they had used this form three teachers replied "yes", five "no" and 1 "sort of". The teachers gave a variety of reasons for not using the form, explaining that it was too long (2), they lost the original (2), they preferred to talk to parents (1), etc. The two suggestions made to improve the form were contradictory; one teacher said to shorten it, the other to make it more specific, e.g., specific vocabulary.

- Parental Involvement

Six teachers, including all those who taught split grade classes, thought parental involvement in the program was "desirable" or "very desirable" and three teachers were neutral about the issue.

One teacher thought the parents of her pupils were very much involved in the program. Another thought they showed little participation. Most of the teachers, however, saw the parents as somewhat involved.

vi) Support Received from Nonprogram Personnel

All the teachers considered the program consultant, the principals and assistant principals somewhat to "very supportive". The program teachers had mixed reactions to the nonprogram teachers and school secretary. Some found them very helpful and others thought they were not at all supportive. (See Table 17.)

TABLE 17

TEACHERS' PERCEPTIONS OF THE SUPPORT GIVEN TO PROGRAM BY NONPROGRAM PERSONNEL 1976-77

Personnel	Not At All Supportive 1	2	3	4	Very Supportive 5	No Response
Program consultant			(3) 33.3%	(4) 44.4%	(2) 22.2%	
School principal			(3) 33.3%	(1) 11.1%	(5) 55.6%	
School assistant principal			(2) 22.2%	(2) 22.2%	(5) 55.6%	
School secretary	(1) 11.1%	(2) 22.2%	(1) 11.1%		(4) 44.4%	(1) 11.1%
Other teachers in school	(1) 11.1%	(1) 11.1%	(4) 44.4%		(2) 22.2%	(1) 11.1%

vii) Grade 3 Curriculum

The four Grade 3 teachers all thought that there was too much material in the Grade 3 curriculum to be adequately covered in one year. They suggested that the following concepts be shifted to Grade 4: correct use of idiomatic expressions (1), creative writing (1), speaking in longer sentences using correct grammatical structures (1), cursive writing (1), critical reading and writing, value judgements (1) and some of the social studies topics (1).

c) Administrators

The Grade 1 classes were observed by four of the principals and four of the assistant principals at some time during the school year, the Grade 2 classes by three of the principals and three assistant principals and the Grade 3 classes by all of the principals and three of the assistant principals.

i) Integration of Bilingual Classes Within the Program Schools and Attitudes of Nonprogram Personnel

When the bilingual program began the fear that the bilingual classes could be isolated within the school was expressed. However, this was not a problem either last year or this year. Nine of the ten administrators stated that the bilingual classes were either "well" or "very well integrated" into their school.

The administrators thought that the attitudes of teachers not involved with the bilingual program ranged from neutral to very positive towards it and the program teachers. One administrator suggested that the major reason for any negative feelings was the low enrollment in some of the bilingual classes. (See Table 18.)

TABLE 18

ADMINISTRATORS' PERCEPTION OF THE INTEGRATION OF THE BILINGUAL CLASSES 1976-77

Question Asked	-Not At All -Very Negative 1	2	3	4	-Very Well -Very Positive 5
1. How well do you feel the bilingual classes have integrated into your school?			(1) 10%	(4) 40%	(5) 50%
2. To what extent do the bilingual program teachers keep the rest of your staff informed about what is happening in the bilingual classes?		(1) 10%	(3) 30%	(4) 40%	(2) 20%
3. In your opinion, what feelings do staff members not involved in the program have towards the program?			(5) 50%	(4) 40%	(1) 10%
4. In your opinion, what feelings do nonprogram staff have toward the program teachers?			(3) 30%	(3) 30%	(4) 40%

ii) Problems with the Bilingual Program

All but two of the administrators expressed concern about the problems such as split classes, high class loads for regular program teachers, etc. resulting from the comparatively small enrollments in the bilingual program classes. Two of them suggested that more EPSB publicity for the program was needed and two recommended that the bilingual classes be considered independent units with no impact on the student/teacher ratios in the other classes.

One administrator also felt that transportation was a problem, but he could offer no solution.

4. Attitudes Toward the Program in General

a) Pupils

All the teachers and the majority of the parents (90% - Grade 1, 87% - Grade 2, 92 % - Grade 3) felt that the pupils had enjoyed the program.

b) Program Parents

Most of the parents (97% - Grade 1, 77% - Grade 2, 92% - Grade 3) reported that they were "happy" or "very happy" with their child's participation in the program.

c) Teachers

Two of the teachers judged the overall program "highly successful"; four considered it "successful" and three thought it was neither "successful" nor "unsuccessful".

d) Administrators

All the principals and assistant principals rated the Grade 1 and Grade 2 programs as "successful" or "highly successful". The Grade 3 program was judged as "successful" or "highly successful" by three principals and three assistant principals. One principal and his assistant rated it neither "successful" nor "unsuccessful" since they thought the curriculum needed further development.

5. Continuation of the Program and Suggested Modifications

a) Parents

The overwhelming majority of parents (94% - Grade 1, 95% - Grade 2, 92% - Grade 3) wished to see the program continue as is or with slight changes. They suggested the following modifications:

- Ukrainian language
  - more Ukrainian language; use of Ukrainian in spoken activities all day; more Ukrainian conversation (8)
  - more emphasis on language arts; less on cultural background (3)

- Ukrainian culture
  - more stress on Canadian culture; knowledge and understanding of other cultures (3)
  - Ukrainian dancing in Phys. Ed. (2)
  - Ukrainian dress and Ukrainian outfits at their concerts (2)

- Materials and Equipment
  - more Ukrainian books, tapes, equipment and materials; Ukrainian materials that child can take home to read; vocabulary lists for parents (8)
  - better books and materials for teachers to work with; Ukrainian workbooks for students (2)

- Other
  - if must have combined classes, have teacher aide (3)
  - better communication between parent association and teachers (3)
  - solution to transportation problems, e.g., set up school bus routes, provide transportation funds (3)

b) Teachers

Seven of the teachers thought the program should continue as is or with minor modifications and two felt major modifications were needed. The changes they suggested were:
- no split classes or have aide (2)
- reduction in the number of pupils in class (3)
- specific curriculum to follow (2)
- more specific guidelines vocabulary/materials ready at the beginning of the school year (1)
- reduction of grade 3 curriculum (1)
- next year some study of the Commonwealth Games (1)

c) Administrators

All the principals and assistant principals wished to see the program continue in their school either as is or with minor modifications. They suggested the following changes:
- a satisfactory solution to problems (e.g., split classes, ill feelings) resulting for small and decreasing enrollments in the bilingual classes as the program progresses through the grades. (This suggestion was considered critical to the success of the program by the majority of the administrators.)
- the preparation of curriculum guidelines in advance rather than as the course progresses (1).

E. Linguistic and Conceptual Development

The performance of the nonfluent bilingual program Grade 1 and 3 children was similar to that of the regular students on all tasks with the exception of semantic-phonetic preference where the Grade 1 nonfluent bilingual children made fewer semantic choices. The fluently bilingual children in both grades were better able to analyze ambiguities in sentence structure than either the nonfluent bilinguals or the regular students. On the other tasks there was no significant difference between the fluent bilinguals and the other two groups. (See Appendix A.)

F. Reasons Students Have Left the Program

Twenty-one of the pupils who began in Grade 1 of the program in September 1974 were no longer in it with the EPSB by January 1977. It was found that six students had transferred to the ECSB and were in Grade 3 of the bilingual program there; seven were no longer with the EPS system, nor in the ECSB bilingual program and it is not known if they left the program before or as a consequence of leaving Edmonton; one was repeating Grade 2 in the regular program and seven were in the regular program in Grade 3.

The parents of these seven children were telephoned and asked when and why their child was withdrawn from the bilingual program. Four pupils left the program at the end of Grade 1. Two children, with Metropolitan Readiness scores of 22 and 23, had found the bilingual program too difficult; one had not enjoyed it although he was "doing fine" academically and one was removed so that he and his sister would not have different educational experiences. Three students withdrew from the bilingual program at the end of Grade 2. One, with a Metropolitan Readiness score of 31, was having problems academically; one left for a variety of personal and academic reasons and the parents of the third child had difficulty arranging transportation.

In summary, approximately half of the seven children left for academic reasons and the others left for other reasons.